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ABSTRACT

This discussion of the parallel development of instructional development and the professional practices of women instructional developers examines both the three historical phases of the instructional development literature from the 1960s to the 1980s, and the literature of the women's movement for the corresponding period. The first stage is characterized as representing the establishment of philosophical and theoretical foundations for professional practice; the second stage as reflecting the strategies and organizations whose purposes were to provide information to and support for professional practitioners; and the third as represented by the literature which ultimately reflects the legitimizing and refining of professional practice. It is concluded that the patterns of growth for women and for instructional development have now merged into a pattern of growth for women instructional developers, and that this pattern is reflective of the profession itself: as women developers work to legitimize and refine professional practice, so, too, is the profession legitimized and refined. (5 reference notes and 41 references) (Author/EW)

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B. WOMEN

Chapter 46

Women and Instructional Development: Patterns of Growth

Laurel Dickerson

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The roles of minority groups in the professions are often different from those of other practitioners. Often the history and nature of a profession can be seen through an examination of the history of the development of these roles as displayed against the general history of the profession. The following chapter attempts to present such a view of the special role of women within ID.

INTRODUCTION

Never before in the history of literature have women been so obviously the focus of discussion, dissection, and debate. Research flourishes, novels proliferate, and magazines publish articles about women's roles, relationships, career patterns, histories, and futures. Add to the literature the legislation governing education, employment, credit, health, and family, and the Life of Woman becomes a subject of universal study and analysis.

Among the statistics, fiction, articles, documentation, and laws, a distinct difference can be discerned between the characterization of women in the literature of the past and of the present. Historically, women were characterized by their relationship to the pedestal--that is, whether or not they were upon it, falling from it, or sitting beside it. The "woman on the pedestal" period of literature, glorious in its own time, has evolved into what might be called the "up from the pedestal" period (from a book of the same title; Kraditor, 1968). No doubt scholars of literature, as well as others, will frown at this comparison, but it does help to characterize the literature of today. This characterization reflects women dealing with real problems, in real environments, with real people. "Coming up from the pedestal" suggests, too, that women are finding their own places in their own ways.

The following discussion proposes that the history of women as professionals and that of instructional development both display patterns of growth which are parallel and, ultimately, confluent. These patterns are represented both by the activities and by the literature reporting the results of these activities.

PROFESSIONAL STATUS AND PROFESSIONAL PRACTICE

Obviously, current literature is not dedicated exclusively to the discussion of women as members of the work force or of their participation in that arena. But a review of academic and popular literature demonstrates an immense interest in women and in their professional roles and status. This literature is legitimized, in part, by a respectable attention to documented evidence and scholarly analysis.

Literature about professional women can be classified generally by its focus upon either pro-

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fessional status or upon professional practice. Demographic studies relying upon traditional variables such as salary, career patterns, job satisfaction, education and experience represent the attention given to professional status. For example, Bernay (1978) focussed upon full-time faculty positions in higher education and reported that women held only 17 percent of those positions in four-year institutions. Citing Department of Labor statistics, Hennig and Jardin (1976) noted that less than five percent of the women employed in the national labor force held executive positions. A 1973 study found that 72 percent of women were employed outside the home sometime during their adult life. Yohalem (1979) studied the career patterns of professional women and reported that the reasons most frequently cited by these women for changing jobs included the increased application of professional skills and job reponsibilities.

Literature about the status of professional women, such as that cited above, can be applied across, as well as within, professional areas of practice. While this type of literature is useful to women in instructional development, it does not reveal any particularly unique perspective about them.

The literature which discusses the professional practice of women is frequently represented in popular publications such as Ms. and Psychology Today. This literature provides interdisciplinary guidelines, observations, and recommendations concerning a variety of subjects which influence professional effectiveness. While most useful as a resource, this type of literature does not provide any specific focus for women in instructional development.

Professional Practice and Professional Literature

There is, associated with any profession that body of literature which reflects the research and scholarship of the profession and which provides a major focus for professional practice. This literature reports the philosophical and theoretical frameworks which justify and structure a profession. It presents the results of research and experience which guide the professional in practice and encourage the application of new processes and methods. In sum, this literature supports the foundation upon which a profession and its practitioners continue to grow.

Professional fields such as medicine, psychology, economics, law, and education have long histories and, therefore, have produced substantial collections of professional literature. But many areas of practice within these fields have but recently developed. The professional literature for these areas is limited and there exists considerably less literature dedicated exclusively to professional women and their practice in them.

While components of the instructional development process have been in operation for decades,[1] there is general agreement that the area of instructional development was intellectually structured in the 1960s.[2] In light of the long history of other fields, instructional development can be considered to be a recently-developed area of practice with a relatively small collection of its own professional literature. But it can be seen from an historical review of this area that there are distinct and credible patterns of growth. Coupled with a review of women and their professional development, there emerges historical parallels which lend support to current practice.

PATTERNS OF GROWTH

The focus upon women in instructional development will begin with the 1960s; however, like the area itself, the philosophical and conceptual development of women's professional roles was founded upon the work of scholars who contributed to the literature long before this time.[3]

The patterns of growth to be discussed here are characterized, generally, by three stages. The first stage represents the establishment of philosophical and theoretical foundations for professional practice. The second stage reflects the strategies and organizations whose purposes were to provide information to and support communications networks for professional practitioners. The third stage is represented by the literature which ultimately reflects the legitimizing and refining of professional practice.

For each stage that is discussed, a parallel is drawn between the professional growth of women and the growth of the instructional development area.

The first stage in this pattern of growth involves the parallel development of a professional consciousness among women in general and among the scholars and practitioners who conceptualized the area of instructional development. This consciousness was expressed in the philosophical and theoretical foundations which were established for professional practice.

A review of the history of the 1960s reveals that women were defining their own status and roles within society at about the same time as the scholars and practitioners of instructional technology were defining the concept of instructional development. While this comparison is made not to suggest that one group influenced the other, it is interesting to note that both professional women and the original instructional developers were involved in the same process at about the same time.

The second stage in the pattern of growth took place in the late 1960s and early 1970s. During this time, women were struggling for recognition as competent, professional individuals able to assume responsible roles of their choice within society. At about this time, the early instructional developers, too, were struggling for recognition within their own institutions and associations. The results of these struggles in both cases were the formation of special interest groups and the identification of unique needs and abilities. Women's

networks and organizations proliferated in an effort to gain visibility and respectable attention, and to communicate common concerns for professional practice; the early instructional developers were engaged in activities dedicated to similar purposes. For women, women's studies programs were implemented and caucus groups, both affiliated with and independent of professional associations, were established.[4] For the developers, graduate programs were revised and refocussed and groups such as the Division of Instructional Development were formed.

The first and second stages in the parallel pattern of growth for women and for the area of instructional development were characterized by striking similarities in generic focus and purpose, but the specific concerns to which women and the scholars and practitioners in instructional technology attended differed markedly. There existed little, if any, common ground regarding professional practice, particularly in the first stage. During that time, women were examining what was, for them, non-traditional professional areas. It would have been most difficult to examine the area of instructional development which, then, had not been yet clearly defined!

During the second stage of growth, women who were instructional developers were struggling with issues which focussed upon their roles within a broad range of environments from domestic to social to professional. Their concerns were highlighted by attention to salaries, to job discrimination, to professional leadership positions, and to sexist treatment. While these women were concerned individually with ID practice as it related to their jobs, the activities and subsequent publications they sponsored were not dedicated to the practice of instructional development. Women in instructional development were focusing, at that time, upon the broader field of instructional technology. Nevertheless, the second stage in the pattern of growth brought women and instructional development together. These were women who were also instructional developers, and they shared common concerns for their practice with their colleagues. In this sense, these women were members of the area of instructional development as well as members of a professionally broader-based group of professional women struggling for equity.

The third stage can be characterized best in terms of the literature which evolved throughout the pattern of growth. As was true with the first and second stages in this pattern, a parallel exists between women and those persons constructing the foundations for instructional development. And, as might be expected, the literature reflects the stages of growth themselves.

The feminist literature of the early stage of growth focussed upon the issues surrounding women's identity and their role in society. This literature represented a revision in the theoretical basis for human rights. (See, for example, Freidan, 1963; Kraditor, 1968; and Morgan, 1970.) Some observed that it was a literature concerned with survival.

Early writings about instructional development focussed upon a systematic process and proposed theoretical models for practice. (See, for example, Cochran, 1967; Corrigan and Kaufman, 1965; and Hamreus, 1972.) Heuristics were developed to guide the professional in the practice of this new area (Haney, Lange, and Barson, 1968). Some also described these heuristics as guidelines for survival.

The second period in the development of the literature reflected the need for communications among professional women and among the early practitioners of instructional development.[5] It also provided platforms from which these women and, similarly, these developers could raise issues, clarify concepts, discuss problems and propose solutions.

For women, the popular magazines mentioned earlier were created, and many of the professional caucus groups developed their own newsletters. During that time it was not uncommon for members of Women in Instructional Technology (an AECT women's caucus) to receive literature from the women's caucus in the National Association for Educational Broadcasters, Women in Communications, and the Media Report to Women, as well as their own publication, The Platform. Many professional associations sponsored surveys and established affirmative action committees to collect data and study the status of women within the professions (Caput, 1976). A review of professional journals during this period reflects increased attention to the concerns of and about women. Topics such as the use of sexist language in academic and professional materials, sex discrimination in academic programs, and professional skills as a measure of competence were not uncommon. A review of convention schedules during this period indicates a marked increase in the numbers of women presenting papers at professional conventions. a primary focus for women was provided by WIT in its efforts to develop programs for presentation at the AECT national conferences. Beginning in 1975, when one speaker was sponsored with "out-of-pocket" expenses, through 1980, when the WIT program included workshops, joint sessions and film festivals, and when WIT situated its members on boards, task forces, and committees, the organization has provided countless opportunities for women to actively participate in professional activities.

For instructional developers during this period, similar activities were taking place and were reflected in the literature. The need for communicating with members of the profession and informing them about the practice of instructional development resulted in a number of publications. The work of Davis, Alexander, and Yelon (1974), Gerlach and Ely (1971), and Gagne and Briggs (1974), for example, lent considerable credibility to the developing practice. The AECT Division of Instructional Development (DID), established in 1970, served as an organizational sponsor for much

of this literature. A series of papers attempting to define instructional development was developed for presentation during an AECT national conference (Briggs, 1971; Gustafson, 1971; Hamreus, 1971; Heinich, 1971; and Merrill, 1971). These papers were later published as Occasional Papers (Davies and Schwenn, 1971) and distributed to all DID members. Stomus (1972) conducted a review of many theoretical models of instructional development and his documentation of this review was distributed with the sponsorship of the division. The DID Newsletter, first published in 1975, began to communicate information about the division's activities and concerns on a regular basis. Also during this period, AECT dedicated an entire issue of Audiovisual Instruction (1974) to discussions of instructional development in an effort to inform its more broadly-based readership.

The third period in the development of the literature reflects, most suitably, both the third stage in the pattern of growth for women and that for instructional development. This third stage is most significant because it reveals that the issues upon which women are beginning to focus are confluent with those upon which the field of instructional development is also beginning to focus. In effect, the patterns of growth reflected by parallel stages of development of women and of their professional practice are no longer separate patterns (see Figure 46-1).

The focus of effort is now upon the profession and upon the practitioners responsible for it. While traditional concerns for equity still exist and require attention and action, women instructional developers are focusing upon aspects of professional practice specifically related to instructional development.

The literature of this third stage in the pattern of growth clearly reflects attention to two general areas: (1) the legitimation of the professional area and (2) the refinement of professional practice.

In 1977, the first issue of the Journal of Instructional Development was published. Silber (1977) noted that the purpose of the journal was "to contribute to the analysis and improvement of instructional development in the form of quality, professionally-oriented articles, and to stimulate communication among theoretically- and practically-oriented instructional developers."

With the publication of JID came the recognition of instructional development as a legitimate practice and area of study, and of instructional developers as legitimate, professional practitioners. Furthermore, JID was the first publication of a periodic nature which focussed in a singular fashion upon instructional development. Until this time, there existed no unique "vehicle for the dissemination of information about instructional development nor for communication among instructional developers" (Silber, 1977).

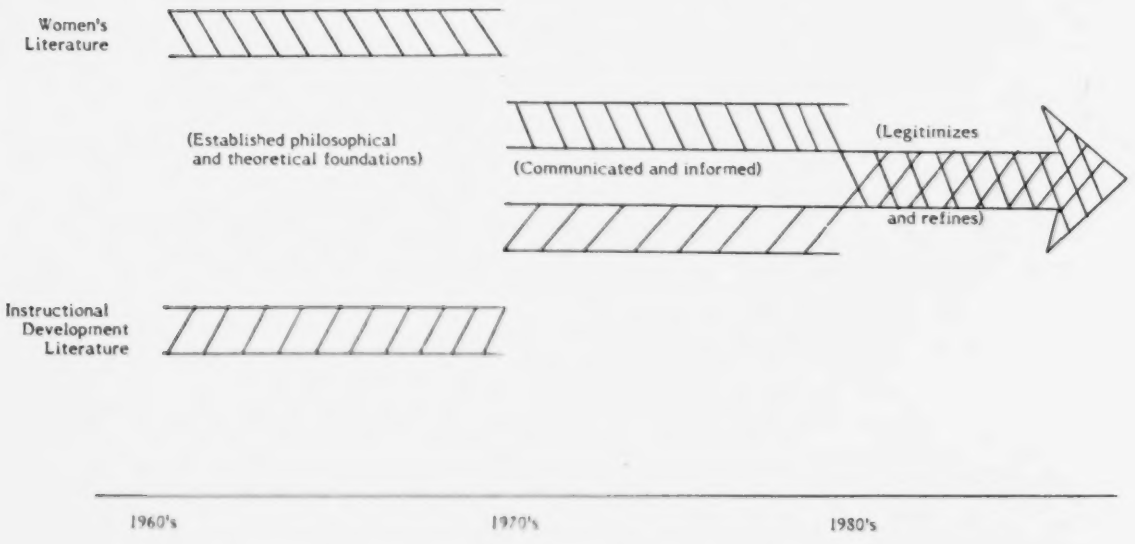

Figure 46-1. Parallel between the literature and professional practice for women and instructional development.

In 1978, Women in Instructional Technology and the Division of Instructional Development sponsored a joint session during the AECT national conference titled "Male and Female Instructional Developers: Power, Politics, and Personality." This session was the first public effort between the two groups and reflected the views of instructional developers representing both groups. Two major themes highlighted the session. The first theme focussed upon the legitimation of women's roles as instructional developers. Note was made that "it is very important that [women instructional developers] attend to this whole notion of role legitimation: what it means, what the implications of achieving it are, and, certainly, what the implications of trying to maintain it will be" (Bratton, Cannon, Dickerson, and Poorman, 1978). The second theme of this joint session was highlighted by a series of recommendations for successfully conducting encounters between the instructional developer and the client. The recommendations focussed upon the developer's style and suggested that (1) the styles of both the developer and the client must be understood in order for an effective developer-client relationship to exist; and (2) the developer's style will change with each client and within each relationship established between the developer and the client during the instructional development process (Bratton, et al., 1978).

The joint sponsorship of this session clearly marked the merger of the concerns of women and with those of instructional development. The focus upon women's roles and upon developer styles reflected those very concerns for legitimation and refined practice shared by both professional women and by the general professional audience of developers.

Instructional Development: The State of the Art (Bass, Lumsden, and Dills, 1978) was published "to provide step one toward a description of the state-of-the-art in instructional development ..(and)..a look at many factors which should be considered in the growth of the...field...." This book reflected the range of concerns influencing instructional development and its professional practice. Exemplifying the concerns of the third stage of the pattern of growth, this publication represents an attempt both to legitimize the instructional development area and to refine its practice.

The issues presented by Bass, et al. (1978) are focussed clearly upon the area of instructional development as it relates to higher education (see, for example, chapters by Abedor and Sachs, Durzo, Bratton, and Lawrason). And in a debate between Silber (1978) and Gustafson (1978) on the future of instructional development, Gustafson excluded the non-traditional (business, industry and military) arenas of practice from his critical assessment of that future. He directed his attention to presenting a rather bleak forecast for instructional development in the educational arena and concluded that, without a serious re-examination of the "basis of existence and modus operandi" of the profession, it will be unable to survive (Gustafson, 1978). Gustafson (1979) reinforced this forecast in response to his critics (Wallington, 1979). He said, "Frankly, I don't think the ID process has much of a future anywhere if it can't speak both to effectiveness and efficiency.... To deal with the efficiency, we need an entirely different economic model accounting for a variety of input, process, and output variables."

The identification of the future of instructional development with its future in higher education was countered by, among others, Silber (1978), who noted that "at present, there is no one professional home for instructional development as a field and instructional developers as professionals." Wallington (1979) responded to Gustafson's focus by saying, "I can envisage individual instructional developers and the field of instructional development proving its worth in areas **other than** the educational establishment." He was speaking of business, industry and the military areas. There is, in fact, an increasing trend toward practicing in these non-traditional arenas, rather than in the traditional, educational arena, and this has become an issue of considerable debate and discussion within the profession. In the effort to legitimize their practices, instructional developers appear to be turning toward non-traditional arenas (Moore and Cline, 1980).

The movement toward business, industry, the military, and the health-related fields, has been supported by the results of a recent study of graduate education (Patridge and Tennyson, 1978-79). The authors conclude that "competencies and content emphasized in graduate study are common to a number of programs. For example, the master's degree is intended to prepare students for employment as instructional developers in business and industry."

This recent attention to the non-traditional arenas for professional practice is of considerable interest both to women and to instructional development. Caput (1976) noted significant differences between the distributions by age of women and men in the broader field of instructional technology, but reported that "males and females appear to be equally represented in the 'under 35' group, which may suggest that as many women as men are students entering the field." If these findings can be applied to women in instructional development, then the new generation of female instructional developers, like their male counterparts, are participating in, maybe even directing, a stage of professional growth which is expanding its base of operations. The implications of this expanded base can only be speculated upon at this early point in time; however, Moore and Cline (1980) have reported the preliminary results of a survey of women and men who practice instructional development. They suggest, "It would appear that men and women are largely satisfied with their positions in instructional development. Although there are discrepancies between men and women in terms of salaries, no blatant results were

found to indicate that women were taking a back seat to their male counterparts in this field."

The third stage in the pattern of growth for women and men and instructional development continues to focus upon refining practice. If Gustafson's (1978, 1979) bleak prediction for the future is taken seriously, then the need to refine this practice is essential for survival. His suggestion for the development of an efficiency model is in line with the demands of both the educational and the non-traditional arenas. In fact, there now exists in the literature an attention to developer style which suggests that professional practitioners are concerned about being more effective. While this attention might highlight only one aspect of an over-all efficiency model, it does focus directly upon the role of the practitioner in that model and upon that person's competence and efficiency in applying the instructional development process.

Silber (1978) notes that additional skills, "related to the way an individual processes information and interacts with people (might) make the difference between a successful instructional developer and a not-so-successful one." The belief that the developer's style influences the outcomes of the ID process is not new. Davies (1975) and Price (1978), for example, directed attention to the relationship between the developer and the client, as did Cannon and Poorman (1978) in their discussion of female instructional developers. More recently, Sneed and Bruce (1980) conducted a survey of instructional developers in an effort to identify the existence of any relationships between styles of consulting and of leadership. They categorized consulting styles as directive, non-directive, and collaborative. Leadership styles were categorized as person oriented, task oriented, and a combination of person and task orientations called "shared leadership."

The Sneed and Bruce (1980) study revealed no significant relationships between consulting and leadership styles. Moreover, respondents indicated that there was no particular preference for any one consulting style. The authors concluded that consulting styles vary according to the situation in which instructional development takes place, but encouraged continued study in an effort to develop a contingency model. This study is significant because it reflects an androgyny of professional practice; that it, women and men are reflecting no particular differences in the ways in which they approach the application of instructional development. Furthermore, the results of the study indicate that instructional developers, in general, adapt to the situation and to the client, depending upon the requirements and perameters of the tasks and of the people involved to determine their styles. This latter observation may lend additional support to the movement of instructional developers toward the non-traditional areas of practice. It would appear that this adaptive quality supports professional practice in many arenas. Calling attention to the need for refining this practice, Sneed and Bruce (1980) urge that future research be concerned with studying this adaptiveness under "the full range of contingencies that shape our actions and determine our effectiveness" as instructional developers.

The patterns (plural) of growth for women and for instructional development have now merged into a pattern (singular) of growth for women instructional developers. This pattern is reflective of the profession itself. As women developers work to legitimize and refine professional practice, so, too, is the profession legitimized and refined.

CONCLUSION

It is fitting, perhaps, and certainly convenient, that women as professionals and the field of instructional development display similar patterns of growth. Each pattern originated in the turmoil of the sixties. During that time, many fundamental values were being questioned within society and significant issues were being raised within the profession. The establishment of a societal and professional focus for women occurred concurrently with the establishment of an applied and professional focus for early instructional developers. These patterns and foci have now merged, and this will serve to strengthen the profession.

The concerns and problems facing professional practice in the area of instructional development will continue to reflect the issue of legitimacy and the process of refinement. Finding a "home" for instructional developers (Silber, 1978) and constructing a contingency model for practice (Sneed and Bruce, 1980) will surely reinforce the value of the profession. There is no question as to the seriousness and legitimacy of Gustafson's (1978, 1979) forecast; it is qualified by the contention presented here, that women are coming of professional age at the same time as is the area of instructional development. This "coming of age" concept is wedded to the conviction that the value of the profession is worth the effort required to legitimize and refine a practice which can never remain unchanged. In this sense, the professional developer will never be able to fully define instructional development. But the quality of change reflected in this observation is the most legitimate characteristic there can be for a profession dedicated to change itself.

The environments within which the instructional developer can practice are limitless. The adaptive competence which the instructional developer can apply is, in fact, that very quality of practice which will insure the future of the area and of the professional who is responsible for it.

REFERENCE NOTES

1. For example, a review of the Motion Picture Project, begun in the 1930s and supporting almost ten years of research and develop-

ment, reveals the application of many of the fundamental principles underlying instructional development practice today. (See Hoban, Hoban and Zisman, 1937; Hoban, 1942; and Hoban, 1946).

2. This is not to deny the early work of such scholars as William H. Allen, James D. Finn, or Charles F. Hoban, Jr. In fact, their scholarship and the literature they authored prior to the sixties established the foundation upon which the conceptual development of the area of instructional development was based.

3. See, for example, the work of the following: Simone de Beauvoir (The Second Sex. New York: Knopf, 1953); Marion Reid (Woman, Her Education and Influence. New York: Fowler's and Wells, Inc., 1848); and Ida Tarbell (The Business of Being a Woman. New York: Macmillan and Company, Inc., 1915).

4. Caucus groups of one sort or another existed in virtually every professional organization during this stage. For those organizations whose memberships included women and men, a direction similar to that taken by Women in Instructional Technology (WIT) was taken. Established originally in 1974 as a caucus group of women whose membership was with AECT, WIT became a formal affiliate member of the association in 1979. Other caucus groups, unlike WIT, disbanded once the parent organization became aware of and active in resolving the issues being raised. Still other groups disintegrated from insufficient member energy and lack of support from the professional association.

5. A review of the history of women's activities in AECT in the last 20 years reveals that a strong need for communications existed at this time. This history begins in 1974 at a time when professional women in general, and AECT women in particular, were experiencing many frustrations within their areas of professional practice. The author proposes that without attention to these frustrations at that time, the professional development of women in AECT would not have been able to keep pace with that of their male colleagues.

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